DOCUMENT RESUME

ED 428 104 TM 029 505

AUTHOR	Liberty, Paul
TITLE	Title VII REFORMs: Rethinking Education for Minority Students. Evaluation Report, 1997-98. Publication Number 97.19.
INSTITUTION	Austin Independent School District, TX. Office of Program Evaluation.
PUB DATE	1998-11-00
NOTE	33p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Tests; Adult Education; Attendance; *Bilingual Education; Dropouts; English (Second Language); Faculty; Federal Aid; Grants; *Limited English Speaking; *Middle School Students; *Middle School Teachers; Middle Schools; Minority Groups; Parent Participation; Program Evaluation; Spanish; Tables (Data)
IDENTIFIERS	*Austin Independent School District TX; *Elementary Secondary Education Act Title VII

ABSTRACT

In 1997-98, the Austin Independent School District (AISD) (Texas) received a 2-year Title VII Enhancement Grant to serve limited-English-proficient (LEP) students and their teachers at Fulmore Middle School. The Rethinking Education for Minority Students (REFORMs) grant was intended to enhance the existing English-as-a-Second-Language/Transitional Bilingual Education (ESL/TBE) Program through professional development, materials acquisition, and parent education. An evaluation shows that 29 teachers participated in at least 30 hours of professional development, and 24 of 26 tested teachers earned ESL certification, meaning that more than half of Fulmore's teachers have ESL certification. Professional development was facilitated through a variety of traditional and nontraditional activities. Fifty-four parents participated in adult ESL/General Education Development test activities, and seven parents participated in monthly meetings. In 1997-98, LEP students had higher percentage passing rates on four of nine comparisons from the Texas Assessment of Academic Skills, and project students in grades 6 through 8 scored at or near the national median on a Spanish test of content knowledge in mathematics, social studies, and science. Student attendance and dropout rates were also better than for comparable schools in the district. Recommendations are made for program improvement. Appendixes contain the professional development model, a description of professional development materials, and supplementary instructional materials. An outline of second-year activities is also attached. (Contains 11 tables.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 428 104

Title VII REFORMs: Rethinking Education for Minority Students Evaluation Report, 1997-98

Austin Independent School District
Office of Program Evaluation

November 1998

TM029505

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Holly Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Title VII REFORM': Rethinking Education for Minority Students Evaluation Report, 1997-98

Executive Summary

Austin Independent School District
Department of Accountability
Office of Program Evaluation

Author: Paul Liberty, Ph.D.

Program Description

In 1997-98, AISD received a two-year Title VII Enhancement Grant to serve limited English proficient (LEP) students and their teachers at Fulmore Middle School. The purpose of the REFORM' (**R**ethinking **E**ducation **for** **M**inority **S**tudents) grant is to enhance the schoolwide Carnegie Corporation's interdisciplinary middle grade initiative that fuses middle school reform with meeting the needs of all students. The goal of REFORM' is to enhance the existing ESL Transitional Bilingual Education (ESL/TBE) program at Fulmore Middle School through professional development (teacher inservice), materials acquisition, and parent education. Specifically, the project implements enhancements to the existing bilingual program components that better address the instructional needs of limited English proficient students. The project builds upon the existing Carnegie Corporation-supported middle school reform efforts underway in Fulmore MS. REFORM' shifts the instructional program for LEP students to a schoolwide program in which all instructional personnel will be prepared to (a) provide effective instruction to LEP students and (b) productively address issues of language and cultural diversity in their classrooms. The intent of the REFORM' Project is to insure that high-quality instruction is provided in content area classes for LEP students, who have been exited from the bilingual program, and that improved, accelerated instruction is provided in the ESL/TBE classes. The expectation is that project activities involving staff development, materials acquisition, and parent education will enhance the academic skills of exited, current, and future LEP students. Helping language minority students be successful in the all-English content area classrooms and passing the state-mandated academic tests are central to the project's activities.

Major Findings

- Twenty-nine (29) teachers comprising Cohort I participated in at least 30 hours of project-sponsored professional development. The Cohort included 11 of the 14 teachers engaged in the Carnegie middle school reform project at Fulmore Middle School. (Page 5)
- Twenty-four of 26 tested teachers (92%) earned ESL certification, achieving a mean score of 82 where 70 was the passing score. The percentage passing the tests exceeded the projected goal of 66% passing in the proposal. (Page 13)
- Currently, over half of Fulmore Middle School's 59 teachers have ESL certification (N=29) or bilingual certification (N=1). (Page 18)
- Professional development was facilitated through a variety of traditional and non-traditional activities. In addition, staff development was enhanced by the acquisition of professional materials and supplementary instructional materials for the benefit of teachers of language minority students. (Page 10)
- In the Action Research tier of the project's five-tiered professional development model, 26 of the participating teachers earned passing scores on their classroom research projects. Action Research projects offer teachers an alternative to traditional teacher appraisal. (Pages 6, 13)
- Fifty-four parents participated in adult ESL/GED classes and an average of seven parents participated in monthly meetings. This level of participation was about the same as last year, despite project support including more frequent sessions and babysitting services for children of participants. (Pages 11-12)
- The number of LEP and former LEP students participating in the ESL Content Mastery Laboratory increased from 90 students in 1996-97 to 120 students in 1997-98. With the closing of the Lab this school year, the scope and organization of support services beyond the classroom for LEP students is in question. (Page 9)
- Percent-passing-TAAS results were compared for LEP students for the 1996-97 and 1997-98 school years. The comparison showed that project LEP students in 1997-98 had higher percentage passing rates on four of nine comparisons. Gains were made at 8th grade on the Reading, Mathematics, and Writing Tests, and on the 7th grade Reading Test. In 1997-98, lower percentage passing rates were found on grade 6 Reading and Mathematics Tests, 7 grade Mathematics Test, 8th grade Science and Social Studies Tests. (Pages 14-15)
- Project students, at combined grades 6-8, scored at/near the national median on the La Prueba de Realización, reflecting the level of their non-English content knowledge in reading, mathematics, social studies, and science. Lowest scores were at 6th grade, highest scores usually at 8th grade. (Page 16)

BEST COPY AVAILABLE

- Compared with middle junior high school students districtwide, the 1997-98 project students demonstrated: (a) higher attendance rates for both fall and spring semesters; (b) a lower school leaver rate (0%); (c) a lower grade point average in fall 1997, but a higher grade point average in spring 1998; (d) a proportionately greater number of disciplinary incidents for both semesters; and (e) a higher percentage of students were recommended for potential retention the following school year. (Page 17)

Recommendations

1. Continue to monitor the achievement of former and current LEP students, especially the students who sought academic assistance from the ESL Content Mastery Laboratory in 1997-98.
2. Investigate the possible options for creating a similar facility as the ESL Content Mastery Laboratory to provide language minority students with continuity in their academic endeavors.
3. Explore utilizing the Texas Learning Index (TLI) scores to measure individual academic gains, as well as percentage-passing-TAAS to assess group academic gains.
4. Focus some of the professional training activities on achieving the structured observation and reflection aspects of the five-tiered training model.
5. Accomplish networking and capacity building by and between the staffs of the schools within the Area III Vertical Team.

1997-98 Budget

Mandate: Required by external funding agency (U.S. Department of Education) Education Department General Administrative Regulation (EDGAR) 80.40

Total Funding Allocation:
Title VII, Part A $150,000

TABLE OF CONTENTS

Table of Contents iii
List of Tables v
Introduction 1
Project Overview 1
Project Background 1
Project Context 2
ESL Program 3
Cooperation with Carnegie Initiative 4
Project Status 4
Project Staff 4
Staff Development 5
Project Introduction/Pretest 6
Project Introduction/Pretest 6
Instructional 9
Materials Acquisition 10
Parent Education 10
Coordination and Capacity Building 12
Evaluation Activities 13
Staff Development 13
Student Achievement 13
Discussion 18
Conclusions 18
Summary of Major Findings 19
Recommendations 20
Appendix A 21
Professional Development Model 21
Appendix B 24
Professional Development Materials 24
Appendix C 25
Supplementary Instructional Materials 25
Second Year Activities 26

LIST OF TABLES

Table 1: Fulmore MS, Student Data, 1997-98 1
Table 2: LEP Students Served, Classified by Levels of Oral Language Proficiency, 1997-98 3
Table 3: Major Staff Development Sessions, 1997-98 6
Table 4: Staff Development Ratings, 1997-98 6
Table 5: Parent Education Sessions, 1997-98 11
Table 6: The Number and Percentage of Fulmore MS LEP Students Passing TAAS, Reading, Mathematics, Writing, Social Studies, and Science; 1997-1998 14
Table 7: The Percentage of and the Difference in Percentage of Fulmore MS LEP Students, Passing English TAAS in 1996-97-98 and 1997-98 14
Table 8: Fulmore MS, TAAS Results, All Students, Differences in Percent Passing, 1996-97 and 1997-98 15
Table 9: On the Accelerated Reader, Number of LEP Students Tested, Grade Placement, Grade Equivalent, Percentile Rank, and Normal Curve Equivalent January/February 1998 16
Table 10: La Prueba de Realización, Number Tested, Mean Percentiles, and Normal Curve Equivalents for LEP Students, 1997-98 16
Table 11: LEP Served Compared to Middle/Junior High School Students Districtwide, Other Indicators of Program Effectiveness, 1997-98 17

INTRODUCTION

REFORMS (Rethinking Education for Minority Students), the Austin ISD Title VII Enhancement Project, commenced July 1, 1997 and completed the first year of two-year funding on June 30, 1998. This report presents information on evaluation of the 1997-98 project year. The REFORMS project meets the purpose of the authorizing statute (Title VII, "Improving America's Schools Act") by implementing enhancements to existing school program components which serve to strengthen current and future reform, and to restructure the school relative to addressing the needs of LEP students.

The goal of REFORMS is to enhance the existing bilingual education program in Fulmore Middle School through professional development (teacher inservice), materials acquisition, and parent education. Specifically, the project implements enhancements to the existing bilingual program components that better address the instructional needs of limited English proficient (LEP) students.

The project builds upon the existing Carnegie Corporation-supported middle school reform efforts underway in Fulmore MS. REFORMS shifts the instructional program for limited English proficient (LEP) students to a schoolwide program in which all instructional personnel will be prepared to (a) provide effective instruction to LEP students and (b) productively address issues of language and cultural diversity in their classrooms.

Table 1 shows 1997-98 grade level enrollments in Fulmore MS for all students, LEP students, and Former LEP students who have exited the bilingual program but are still eligible for services.

Table 1: Fulmore MS, Student Data, 1997-98

Grade	Total Students	LEP Students	Former LEP (FLEP)	Total LEP and FLEP
6	308	63	23	86
7	286	54	17	71
8	292	54	18	72
Total	886	171	58	229

PROJECT OVERVIEW

The Enhancement Grant project, which is being implemented in the 1997-98 and 1998-99 school years, is designed to enhance and expand the locally funded ESL/Transitional Bilingual Program in place at Fulmore Middle School.

PROJECT BACKGROUND

Fulmore's student population is undergoing a demographic shift in which the LEP population is expected to increase steadily over the next several years. Fulmore MS has a large percentage of Hispanic, low income students who typically score lower in English proficiency and academic achievement than their non-minority peers.

Of the 886 students enrolled in 1997-98, 70% are Hispanic, 17% are White, 11% are African American, and 2% are Asian or Native American. Seventy-two percent (72%) are economically disadvantaged. LEP students (N=171) comprise 19% of Fulmore MS students, while LEP and Former LEP (FLEP) students together (N=229) accounted for 26% of the Fulmore MS enrollment. The number of LEP students included 17 students whose parents refused program services and 21 special education students.

The enhancement effort being implemented builds upon reform efforts already underway in Fulmore MS including:

- participation as a model school in the Carnegie Corporation Middle School State Policy Initiative;
- inclusion as a Consortium Site and a Learning Lab Site in the National Education Agency's National Center for Innovation Mastery in Learning Program;
- practice of inclusion of special education and gifted and talented students; and,
- integration of funding (e.g. Title I, bilingual education, special education) to support school reform.

The Enhancement Project, REFORMS, builds upon these reform efforts by expanding the instructional program for LEP students to the level of a schoolwide project involving all instructional personnel. The project's goals will be achieved through professional staff development, materials acquisition, and parent education activities, which, taken together, are expected to result in more effective instruction for LEP students.

PROJECT CONTEXT

Fulmore Middle School is one of 15 middle schools in the Austin Independent School District (AISD). AISD, one of the urban "big eight" school districts in Texas, serves more than 76,000 (1997-98) students who represent the ethnic and economic diversity of Texas. The AISD student population is 18% African-American, 42% Hispanic, and 40% White/Other. Over half of the students districtwide qualify for free or reduced-price lunch and 13% are designated LEP students. The number of LEP students in AISD has increased by 75% over the past six years (from 6,500 in 1991-92 to 11,438 in 1996-97). In 1993-94, AISD initiated a plan to serve all middle school LEP students at their home campuses rather than transport LEP students to the district's bilingual education center.

Since 1992-93, Fulmore Middle School has been providing an ESL/TBE (English as a Second Language/Transitional Bilingual Education) program for LEP students at grades 6-8. ESL-certified teachers provide grade-level, content area instruction in mathematics, science, and social studies using ESL techniques and strategies. Each ESL teacher also provides one period of intensive English instruction on a daily basis. Because the majority of LEP students are Spanish speakers and because the ESL teachers also have a command of the Spanish language, the ESL teachers are able to provide native language instructional support as needed.

ESL Program

ESL classes are organized by proficiency level and focus on the skills of listening, speaking, reading, and writing. ESL instruction is provided at three levels of language proficiency--Beginning, Intermediate, and Advanced.

- Beginning ESL is for recent immigrant students with few or no oral English skills. The instructional focus is on listening and speaking skills with a gradual introduction to reading and writing skills.
- Intermediate ESL is for students with average oral English skills, but minimal English reading comprehension and compositional skills. The instructional focus is on reading comprehension and writing skills.
- Advanced ESL is for students with good reading and writing skills, but who need continued support with content materials. The students placed at this level receive needed support in content classes, particularly mathematics and science.

School counselors coordinate with the ESL teachers in identifying, testing, and appropriately placing LEP students. A Home Language Survey is completed for each new enrollee. If the student's parents indicate that a language other than English is spoken by the student or at home, the Language Assessment Battery (LAB) is administered to determine the student's level of oral language proficiency. The LAB scores are entered both into the student's permanent records housed at the school and into the district's student database. LAB scores are used to determine the appropriate instructional placement of the student.

At the beginning of the 1997-98 year, Spanish-speaking LEP students at Fulmore MS totaled 171, including 75 in Beginning ESL, 52 in Intermediate ESL, and 44 in Advanced ESL. Table 2 shows grade level data.

Table 2: LEP Students Served, Classified by Levels of Oral Language Proficiency, 1997-98

Grade	Number of LEP Students	Beginning ESL	Intermediate ESL	Advanced ESL
6	63	22	23	18
7	54	34	11	9
8	54	19	18	17
Total	171	75	52	44
Percent of Total	100%	44%	30%	26%

In addition to current LEP students, there were also 58 former LEP students who had exited from the ESL/TBE Program. Despite being mainstreamed, many former LEP students continue to receive support services from the ESL/TBE Program.

COOPERATION WITH CARNEGIE INITIATIVE

Fulmore MS is one of 16 middle schools in Texas participating in the Carnegie Corporation's schoolwide interdisciplinary middle school initiative that fuses middle school reforms and meets the needs of all students. The primary Carnegie components focus upon the following:

- developing and implementing thematic, interdisciplinary curricula that challenge all students to develop higher-level thinking skills, behave ethically, and become responsible citizens;
- employing student-centered teaching that incorporates coaching, facilitating, and structuring for cooperative learning; and,
- using authentic assessment tools to evaluate student performance.

In year one, the Enhancement Project provided staff development services for 29 teachers, including 11 of the 14 Carnegie teachers. All other Fulmore teachers, including the three Carnegie teachers, will participate in the Enhancement Project in the second year.

The intent . he REFORMS Project is to insure that high-quality instruction is provided in content area classes for LEP students who have been mainstreamed and that improved, accelerated instruction is provided in the ESL/TBE academic classes. The expectancy is that project activities, involving staff development, materials acquisition, and parent education, will enhance the academic skills of current and future LEP students and help them be successful in the all-English content area classrooms, including passing state-mandated academic tests.

PROJECT STATUS

The project was successfully implemented in year one. Below, first-year activities are recounted for the three main project components (professional development, materials acquisition, and parent education) and related objectives. Academic achievement outcomes are addressed in the evaluation section. Initially, the project staff is described.

PROJECT STAFF

The Enhancement Project Staff includes the following:

- the project director, a seventh grade counselor, who was hired January 9, 1998; she devotes 10% of her time to the project and is supported to that extent by Title VII;
- the project coordinator, supported 100% by Title VII, who began employment December 1, 1997;
- the project secretary, who is assigned to and supported by Title VII (50% FTE); she works closely with the attendance clerk and the parent specialist; and,
- the parent specialist, who is supported 100% by Title I; she assists the project coordinator in facilitating activities in the parent education component.

The project also provides support to the parent education component by supporting a cadre of two ESL instructors, one instructional assistant, and one baby-sitter. They provide adult education classes in AISD's Community School Program and at Austin Community College.

Of the 59 teachers at Fulmore MS, 13 hold Master's degrees, 46 hold Bachelor's degrees, five are ESL-certified, and one is certified in bilingual education. In addition, there are six instructional assistants, four of whom are bilingual (English and Spanish). Five of the instructional assistants are assigned to special education classes.

STAFF DEVELOPMENT

A major project focus is professional development, with an emphasis on helping teachers develop increased awareness of the needs of LEP students and helping them provide more effective instruction for LEP students. The project coordinator delivered the majority of sessions in year one. Two independent consultants assisted her.

First-year professional development activities concentrated upon 29 teachers (Cohort I), comprising five academic teams and four special education teachers. In the 1998-99 school year, the remaining 30 or so teachers will participate in the professional development activities, and will constitute Cohort II. Over the two-year project period, all 59 Fulmore teachers and any new staff will have participated in the professional development provided by the Enhancement Project.

Professional development is based upon the five-tier model that is described in the proposal (see Appendix A):

1) study groups/professional dialogue,
2) action research,
3) structured observation and reflection,
4) networking, and
5) participation in professional meetings and conferences.

Study Groups/Professional Dialogue

Beginning January 27, 1998, Cohort I teachers received at least 30 hours of training as stated in the proposal. Topics included first and second language acquisition, ESL approaches and strategies, applications in mainstream classrooms, and research in the area of bilingual education and ESL instruction. Table 3 cites the major staff development sessions during 1997-98. Activities in the sessions were designed to help teachers provide improved and accelerated instruction in the ESL/bilingual academic classes and high quality instruction in content area classes for LEP students who have been mainstreamed.

Table 3: Major Staff Development Sessions, 1997-98

Topics	Duration (Hours)	Teachers
Project Introduction/Pretest	1	27
Second Language Acquisition	3	25
ESL Strategies & ExCET*Review	3	27
Cognitive Academic Language Learning Approach (CALLA)	3	31
ExCET* Review	6	29
Sheltered English	3	25
ESL Strategies	3	25
ESL Strategies & ExCET* Review	4	15
ESL Strategies & ExCET* Review	2	29

*Examination for the Certification of Educators in Texas

Cohort I was comprised of 11 of the initial group of 14 Carnegie-trained teachers, 14 content area teachers, and four special education teachers. Also, all three of the ESL teachers attended one or more of the professional development activities.

The quality of training was indicated by teachers who rated selected staff development sessions using a specially prepared evaluation form consisting of five items assessing the quality and utility of instruction. Items were rated on a five-point Likert-type scale, where 1 = Strongly Agree (most positive) to 5 = Strongly Disagree (most negative).

Teacher ratings of the seven rated sessions are shown in Table 4. The overall mean rating indicates that teachers' ratings were highly positive regarding the quality of professional development received and the utility of strategies and techniques learned for providing classroom instruction to LEP students. The overall mean rating was 1.4, a value that corresponds to about 92% of the best possible mean rating of 1.0.

Table 4: Staff Development Ratings, 1997-98

Sessions	Number of Participants	Number of Raters	Mean Rating
Project Introduction/Pretest	27	27	1.37
Second Language Acquisition	25	25	1.37
ESL Strategies & ExCET Review	27	26	1.64
CALLA	31	30	1.30
ExCET Review	29	26	1.64
Sheltered English	25	25	1.16
ESL Strategies	25	25	1.34
Overall Means	27	26	1.40

Action Research

AISD offers action research as an alternative to teachers' evaluation within the Texas Teacher Appraisal System. Almost all of the 59 Fulmore teachers have elected this option. Thus, most project participants had some experience in designing, conducting, and reporting their research. While each educator has a certain amount of autonomy in selecting a topic and

designing the study, project participants were strongly encouraged by the coordinator to focus their research on topics related to the education of LEP students and/or language and culturally diverse students. During the 1997-98 school year, some members of Cohort I conducted action research projects, either individually or in groups, while others designed action research plans for implementation during the 1998-99 school year.

Within the scope of this project, action research is operationalized as described in the Texas Teacher Appraisal System. Action research is defined as a "solution-oriented investigation that is characterized by problem identification, data collection, analysis, reflection, data-driven action and problem redefinition."

The project coordinator worked with Cohort I teachers with action research plans to check whether the education of LEP students and/or linguistically and culturally diverse students was being addressed in their study. If not, the coordinator encouraged participants to modify their research to include LEP students or determine how results of their research would impact the education of LEP students. Project coordinator activities included meeting with Cohort I participants to discuss the design and conduct of their research projects, providing technical assistance, translating text from English to Spanish, formatting data collection instruments, editing data collection questions, and contributing stimuli for data collection.

Following implementation and completion of their research projects, the teacher-researchers discussed their results with either the principal or one of the two assistant principals. The project coordinator participated as an observer during the discussions of the projects. Later, the coordinator collected documentation of the research projects and provided feedback to the teachers. After appraising the research projects, the coordinator prepared a document containing information on the research projects. She will summarize the results of research projects of Cohort I teachers and prepare a summary for publication and distribution.

Structured Observation and Reflection

Cohort I teachers were offered the opportunity by the coordinator to observe each other's instructional practices and jointly reflect on their observations. This process was intended to help observers gain insights into effective instructional practices, while also affording the demonstrating educator the opportunity to share expertise and reflect on demonstrated practices.

Despite repeated encouragement's by the coordinator to schedule observations, no observations were arranged. The coordinator even offered to substitute in the observing teachers' classrooms during observations. The indication from teachers was that considerable sharing and observation was already occurring through networking arrangements.

The coordinator conducted informal observations and walk-throughs of the ESL teachers' classrooms. Subsequent to these observations, the coordinator offered feedback and encouraged the ESL teachers to reflect on their instructional practices and students' behaviors. On several occasions, ESL teachers sought technical and instructional assistance. On one occasion, the project coordinator suggested that the social studies teacher instruct students in the use of "Venn Diagram" to compare and contrast two different rivers they were studying. On another occasion, the project coordinator suggested that the science teacher bring in the local newspaper and have students locate information regarding space travel.

Networking

Teacher-to-teacher and school-to-school networks provide "critical friends" to examine and reflect on teaching and opportunities to share experiences associated with efforts to develop new practices and structures. The teacher-to-teacher networks met regularly either as a department, grade level, or team network. Each member of Cohort I belongs to a department, grade level, and team network.

The department team is a network comprised of teachers who deliver instruction in the same content area. The grade level network is comprised of teachers at the individual grade levels. The team network is comprised of grade-level specific teachers across the disciplines. Each grade level is divided into two teams. There are up to five teachers per team.

The school-to-school network, (comprised of the four elementary schools that are part of the Area III Vertical Team, Fulmore itself, and Travis High School, into which Fulmore MS feeds), was not implemented by the project this year. It will be developed next year.

A special networking opportunity with the Houston (Texas) Independent School District's Burbank Middle School was arranged by the project coordinator. Two Fulmore ESL teachers and the coordinator visited Burbank ESL classrooms and observed the teachers' instructional delivery. The trio met with Burbank's ESL/TBE coordinator and ESL teachers. During the feedback session, the visitors discussed the use of student uniforms, student behavior, teacher classroom management, class size, program design and implementation, instructional materials, computer-assisted instruction, and teachers' schedules. The ESL teachers indicated this was a very meaningful activity and encouraged the project coordinator to arrange for a similar visitation next year.

Participation in Professional Meetings and Conferences

This activity creates "new lenses" for examining educational practice while also building norms of the profession. The project facilitated a variety of professional opportunities for project teachers during the school year. Professional meetings included:

- a social studies teacher and an ESL teacher attended the Texas Association of Bilingual Education (TABE) conference in Houston, Texas;
- an ESL teacher and the project coordinator attended the National Association of Bilingual Education (NABE) meeting in Dallas, Texas;
- a social studies teacher and an ESL teacher attended the Association for Supervision and Curriculum Development (ASCD) conference held in San Antonio, Texas; and,
- two ESL teachers and the project coordinator attended the Staff Development Resource's (SDR) Southwest Regional Conference in Houston, Texas.

Although not supported by Title VII, three mathematics teachers in Cohort I attended the National Council for Teachers of Mathematics (NCTM) conference in Washington, D.C., and a Cohort I science teacher attended the National Science Teachers Association (NSTA) conference in Las Vegas, Nevada. Individuals participated in sessions focusing upon the needs of LEP and culturally diverse students.

Participants in the professional meetings and conferences supported by the project were required to prepare written reports on the sessions they attended. These reports were collected by the coordinator and are available in a program file for the use of all Fulmore MS staff.

Other Activities

The project coordinator participated in AISD's Bilingual Assessment Committee and the Multicultural Curriculum Advisory Committee. The function of the Bilingual Assessment Committee is to review AISD's current assessment practices regarding LEP students and to offer suggestions for improvements in this area. The function of the Multicultural Curriculum Advisory Committee is to discuss issues in multicultural education with AISD.

INSTRUCTIONAL

All LEP students are enrolled in grade-level appropriate mathematics, science, social studies, and elective classes and receive academic credit for successful completion of ESL courses. Spanish-speaking LEP students receive sheltered instruction in the content area classes from instructors who are bilingual in English and Spanish. Hispanic LEP students also take Spanish for Native Speakers, a course designed to introduce students to Spanish literature, grammar, and writing skills. As with the ESL courses, students receive high school credit for successfully completing this course. Non-Spanish-speaking LEP students are enrolled in English language content area classes and electives. Most electives are taught in English.

While most students are mainstreamed into English instruction after two years in the ESL/TBE program, many require additional instructional support to succeed in the English-only classrooms. Although the mainstreamed students receive initial instruction in the content area classrooms, they are given the opportunity to receive instructional reinforcement, modification, or one-on-one assistance on a specific assignment in the ESL Content Mastery Laboratory (CML). Many students require this extra support for about one semester after they are mainstreamed. Ninety students were assisted in the CML during 1996-97.

The ESL CML, unique to Fulmore, is open daily and is managed by a bilingual (English/Spanish) Instructional Assistant. One of the ESL teachers, the permanent substitute assigned to the school, and three education majors (volunteers) from The University of Texas at Austin assisted at various times in the ESL CML.

Each classroom teacher provided the ESL CML Instructional Assistant with lesson plans for each week, including any handouts and tests. This allowed the Instructional Assistant to prepare for any students coming to the CML. Each student in the CML was required to sign in and out. About 120 students received instructional support and assistance from the ESL CML staff during the 1997-98 school year. Thus, *about 30 more students received instructional support in the ESL CML in 1997-98 than in the previous year.* Unfortunately, due to campus budget cuts, the ESL CML will not be in operation next school year. Various instructional alternatives are being considered.

MATERIALS ACQUISITION

The project focused upon acquiring print and non-print instructional materials, adapted specifically for use with LEP students, that would supplement content area materials used in the school's interdisciplinary curriculum and ESL instruction. The project coordinator worked closely with teachers in identifying the materials that would be appropriate for their instructional needs and the learning needs of the students. Also, the project coordinator worked with teachers in identifying and obtaining professional development materials.

Science materials are located with the ESL Science teachers in the Science Department. Mathematics materials were requested by a mathematics teacher and are in his classroom. Encyclopedias and the Accelerated Reader (Spanish and English) materials and disks were placed in the library and are available to all teachers. The lists on Appendix B and Appendix C identify the professional development materials, and the supplementary instructional materials; respectively, that were acquired with VII support:

In addition, teachers developed their own classroom materials as part of their training and research. The coordinator worked with teachers in planning, reviewing, suggesting, and offering feedback on these teacher-prepared materials.

PARENT EDUCATION

The project supported the Parent Education Program that was provided through collaboration with the AISD Community School Program (CSP) and the Austin Community College.

ESL Classes

When the project coordinator began in December 1997, the two-hour ESL and General Educational Development (GED) classes were being offered twice a week for a period of 8 to 12 weeks, depending on the schedule set forth by the CSP. After discussions with parents and the Parent Education staff, the ESL and GED classes were expanded to include a third evening class. This change became effective in February 1998. The project also provided an instructional assistant and a child caretaker for the evening classes. By providing childcare, more parents were able to attend the classes.

Classes were advertised through various media throughout Austin, as well as through collaboration with the five schools in Fulmore's vertical team/feeder pattern. The Beginning ESL classes were offered throughout the 1997-98 school year. The Intermediate ESL classes and the GED classes were offered until April 1998, when classes were cancelled due to low enrollment.

During the year, about 30 parents participated in the Beginning ESL classes, 14 in the Intermediate ESL classes, and 10 in GED classes. One of the 10 GED students had previously completed the requirements of the GED class but had not scored high enough on the required tests to receive the GED certificate. She re-enrolled in the class, hoping that the additional instruction and review would help her earn a higher score.

Compared with last year, the number of parents attending ESL classes decreased from 60 to 54. Thus, *the expected increase in the number of parents participating in ESL classes did not occur.* The project coordinator met with the Adult ESL and GED students in groups or

individually to secure their feedback regarding the instructional program and delivery, as well as suggestions for future classes.

Monthly Meetings

The project coordinator and the ESL teachers planned and coordinated the monthly parent meetings. These meetings provided the ESL teachers an opportunity to inform the parents of their children's academic progress, the units of study underway at time of the meeting, and upcoming events. These meetings provided parents with an avenue for inquiring about classroom assignments, their children's behavior, and the teachers' expectations, as well as an opportunity to share concerns with other parents.

Parents received information on the Title VII project and provided input to the project in the monthly meetings. An average of seven parents attended the monthly parent meetings during the school year. *Parent participation in the monthly meetings was essentially the same as in the previous year.*

Table 5 summarizes parent participation data, in both the ESL/GED sessions and the monthly meetings.

Table 5: Parent Education Sessions, 1997-98

Dates	Sessions	Avg. # Participants
Nov. 19-Dec. 18, 1997	Beginning ESL	6
Jan. 7-March 31, 1998	Beginning ESL	8
April 1-April 15, 1998	Beginning ESL	4
	Total Participants	**30**
Nov. 19-Dec. 18, 1997	Intermediate ESL	4
Jan. 7-March 31, 1998	Intermediate ESL	3
April 1-April 15, 1998	Intermediate ESL	*Cancelled*
	Total Participants	**14**
Nov. 19-Dec. 18, 1997	GED	3
Jan. 7-March 31, 1998	GED	3
April 1-April 15, 1998	GED	*Cancelled*
	Total Participants	**10**
Monthly Meetings Participations	January-April 1998	7
		2-30

Parents indicated a high degree of satisfaction with their participation in the monthly meetings, the adult ESL and GED classes, and the Title VII project during the 1997-98 school year, on the basis of letters and comments received by the project and the school administrators.

BEST COPY AVAILABLE

COORDINATION AND CAPACITY BUILDING

AISD supported the project in a number of ways that reflects its commitment to the project:

- One of the AISD area bilingual coordinators and an evaluation associate in the Office of Program Evaluation were instrumental in providing direction and assistance to the project coordinator.
- Project events were coordinated with the AISD bilingual education director, who has been highly supportive of project activities.
- Fulmore's schoolwide Title I program provided a variety of services to LEP students, including the services of the Parent Specialist and the ESL CML instructional assistant.
- Fulmore MS provided some special instructional materials for the use of LEP students, including the Accelerated Reader Program, which was purchased primarily with local funds.

The most significant example of capacity building at Fulmore MS occurred through the professional development activities provided to Cohort I teachers and the varied coordination activities of the project coordinator. Activities of the project coordinator included the following:

- a presentation on second language acquisition theories and ESL strategies for student teachers from Southwest Texas State University who were completing their practicum experience at Fulmore MS;
- training and support activities for a student teacher from UT-Austin who regularly attended the professional development activities;
- collaboration with the coordinator and trainer of the Carnegie Project on training activities;
- presentations on the project to the area superintendent and other administrators within AISD Area III, leading to an invitation to address the faculty of an elementary school;
- discussions with AISD's director of professional development about the possibility of scheduling a series of professional development activities to be offered districtwide through the Professional Development Academy; and,
- coordination efforts with the coordinators of various state and local programs at Fulmore MS regarding services for LEP students.

EVALUATION ACTIVITIES

Evaluation highlights are presented in this section in regard to staff development and student outcomes.

STAFF DEVELOPMENT

All Cohort I teachers (N=29) completed at least 30 hours of staff development during the 1997-98 school year. Professional development outcomes include teachers' scores on the Examination for the Certification of Educators in Texas ExCET in ESL and the results of teachers' action research projects.

ESL Endorsement

As stated in the proposal, Cohort I teachers were encouraged to pursue ESL certification. *Of the 29 teachers in Cohort I, 26 (90%) took the ExCET for certification in ESL.* One teacher will take the exam in October; the other two teachers either retired or changed profession.

Of the 26 Cohort I teachers taking the test, 24 (92%) passed the exam. *The Cohort I passing rate of 92% exceeds the expected 66% passing rate noted in the proposal.* In addition, examination results showed that the average (mean) score achieved by the passing students was 82 out of a maximum score of 100. The Cohort I teachers greatly exceeded the passing score of 70. The project paid the $72 registration fee for Cohort I teachers and will pay the $150 fee required to add ESL endorsement to each of their teaching certificates.

Action Research Projects

Twenty-six of Cohort I teachers chose to be evaluated via Action Research. Using a modified checklist designed by the National Education Association (NEA), Fulmore MS administrators evaluated the teachers' action research projects. The school administrators assigned ratings to teacher-research using the following scale: Unsatisfactory (Below 136), Exceeds Expectations (136-159.9), and Clearly Outstanding (160-184). These ratings were assigned holistically.

The mean rating by the administrators was 172.3. *All teachers achieved passing scores.* Some of the projects were implemented in teacher classrooms during 1997-98, while others will be implemented in the 1998-99 school year.

STUDENT ACHIEVEMENT

Student achievement data for LEP students includes: (1) TAAS results in reading, mathematics, and writing; (2) an initial assessment on the Accelerated Reader program; (3) the reading and mathematics scales of the Spanish achievement test, La Prueba de Realización; and, (4) other academic and behavioral indicators for LEP students in the current year.

TAAS Results

The number and percentage of LEP students taking and passing the TAAS Reading (R), Math (M), and Writing (W) tests, in English and Spanish, in spring 1998 are shown in Table 6. Results on Social Studies and Science at 8th grade are also shown.

Table 6: The Number and Percentage of Fulmore MS LEP Students Passing TAAS, Reading, Mathematics, Writing, Social Studies, and Science; 1997-1998

Grade	Reading		Mathematics		Writing		Social Studies		Science	
	N	% Pass	N	% Pass	N	% Pass	N	% Pass	N	% Pass
6 E*	29	28	29	24	---	---	---	---	---	---
6 S**	15	40	16	25	---	---	---	---	---	---
7	20	50	20	20	---	---	---	---	---	---
8	30	43	30	40	29	52	28	18	30	33

*English TAAS **Spanish TAAS

Highlights of results in Table 6 include the following:

- In 1997-98, the percentage of LEP students passing the Reading Test was higher than the percentage of LEP students passing the Mathematics Test for grades 6, 7, and 8.
- In 1997-98, the highest percentage passing for LEP students was on the Reading Test in grade 7 (50%), and on the Writing Test in grade 8 (52%).
- In 1997-98, the lowest percentage passing for LEP students was on the Social Studies Test in grade 8 (18%) and on the Mathematics Test in grade 7 (20%).

How do Fulmore MS LEP students' TAAS results in 1997-1998 compare with the scores of Fulmore MS LEP students in 1996-1997? Table 7 compares English TAAS results for Fulmore MS LEP students for the 1996-1997 and 1997-1998 school years.

Table 7: The Percentage of and the Difference in Percentage of Fulmore MS LEP Students, Passing English TAAS in 1996-97-98 and 1997-98

Grade	Reading			Mathematics			Writing		
	1996-97	1997-98	Difference*	1996-97	1997-98	Difference	1996-97	1997-98	Difference
6	50	28	-22	41	24	-17	---	---	---
7	43	50	+7	42	20	-22	---	---	---
8	40	43	+3	31	40	+9	44	52	+8
	Social Studies			Science					
	1996-97	1997-98	Difference	1996-97	1997-98	Difference			
8	20	18	-2	56	33	-23			

*Difference scores are calculated by subtracting the percentage passing in 1996-97 from the percentage passing in 1997-98.

Highlights of data in Table 7 show the following:

- The percentage of LEP students passing was *higher* in 1997-98 than in 1996-97 on 7th grade Reading Test and on 8th grade Reading, Mathematics, Writing, and Social Studies Tests.
- The percentage of LEP students was *lower* in 1997-1998 than in 1996-97 on 6th grade Reading and Mathematics Tests, 7th grade Mathematics Test, and 8th grade Science and Social Studies Tests.

Of the nine difference comparisons in Table 7, four were positive (i.e., were higher in 1997-98); and three of the four positive differences were achieved by 8th grade LEP students.

How do Fulmore MS LEP students' TAAS results in 1996-97 and 1997-98 compare with those of all Fulmore MS students in 1996-97 and 1997-98? Table 8 presents data for all students.

Table 8: Fulmore MS, TAAS Results, All Students, Differences in Percent Passing, 1996-97 and 1997-98

Grade	Reading			Mathematics			Writing		
	1996-97	1997-98	Difference*	1996-97	1996-97	Difference	1996-97	1997-98	Difference
6	69	71	+2	64	64	0	---	---	---
7	69	71	+2	58	60	+2	---	---	---
8	67	67	0	49	63	+14	62	73	+11
	Social Studies			Science					
	1996-97	1997-98	Difference	1996-97	1997-98	Difference			
8	45	49	+4	77	65	-9			

*Difference scores are calculated by subtracting the percentage passing in 1996-97 from the percentage passing in 1997-98.

Highlights of comparisons of the percentage passing of all Fulmore MS students and LEP students in 1996-97 and 1997-98 indicate that:

- The percentages passing are consistently higher for All Students at Fulmore MS than for LEP students in both school years.
- All Students showed a negative difference (i.e., lower score in 1997-98 than in 1996-97) on the Science Test, whereas LEP students had losses on four TAAS subtests.
- In sum, an indication of improvement in LEP students' TAAS performance was found in four of nine comparisons. Gains occurred primarily at the 8th grade. Sixth grade 1997-98 TAAS results on Reading and Mathematics Tests, and 7th grade Mathematics Test showed sizeable losses from 1996-97 to 1997-98 school year.

Accelerated Reader Scores

LEP students in the Accelerated Reader Program (English) were tested for placement purposes in January/February 1998. Table 9 shows the results in terms of Grade Equivalent (GE), Percentile Rank (PR), and Normal Curve Equivalent (NCE) scores.

Table 9: On the Accelerated Reader, Number of LEP Students Tested, Grade Placement, Grade Equivalent, Percentile Rank, and Normal Curve Equivalent January/February 1998

Grade	N	Grade Placement	GE	PR	NCE
6	24	6.5	2.3	3	9.7
7	27	7.5	2.0	2	4.5
8	10	8.5	1.8	1	2.5

When tested in English, LEP students score about four years below grade level at 6th grade, five and a half years below grade level at 7th grade, and about six and a half years below grade level at 8th grade. These data will also serve as baseline data for students who will be retested in January 1999.

La Prueba de Realización Results

The district's Spanish-language achievement test, La Prueba de Realización, was administered to LEP students in fall 1997. Table 10 shows the mean results in terms of percentile ranks.

Table 10: La Prueba de Realización, Number Tested, Mean Percentiles, and Normal Curve Equivalents for LEP Students, 1997-98

Grade	N	Reading	Writing	Math	Social Studies	Science	Battery
6	25	49.6	34.0	31.1	39.3	43.0	38.0
7	27	52.5	49.6	49.1	56.7	54.4	53.3
8	12	56.5	51.1	37.3	58.9	51.4	47.3
Total	64	52.1	43.8	39.9	50.3	49.4	46.2
NCE		51	47	45	50	50	48

As indicated in Table 10:

- 6th grade scores were generally lower than the scores at other grades,
- higher scores in the total group occurred on Reading, Social Studies, and Science,
- lower scores were found on Writing and Mathematics,
- the corresponding NCE scores indicated that the combined-grades LEP students were scoring at or near the median of national norms on all La Prueba de Realización tests. These data serve as baseline data for next year, and ESL students will be retested with the same instrument in October, 1998.

Other Student Information

Summary data are presented below in regard to attendance, discipline, school leaver, and potential retention rates and grade point average of Fulmore MS served LEP students during the 1997-98 school year. (See Table 11.) Outcome data were obtained from the Office of Program Evaluation's **GEN**eric **E**valuation **SYS**tem (GENESYS). GENESYS, a custom-designed software package written in SAS programming language, accesses student data files maintained on the district's mainframe computer, and creates group profiles for any set of students. The demographic indicators of LEP students show that 57% are male, 96% are Hispanic, 93% are low income, 34% are overage by one year or more, 11% are in special education, and 1% are enrolled in the Gifted/Talented Program.

Table 11: LEP Served Compared to Middle/Junior High School Students Districtwide, Other Indicators of Program Effectiveness, 1997-98

Indicator	Middle/JuniorHigh School	
SCHOOL LEAVER RATE		
District Rate	.6%	
LEP Served	0.0%	
POTENTIAL RETENTION RATE		
District Rate	16.1%	
LEP Served	20.3%	
GRADE POINT AVERAGE	*Fall*	*Spring*
District Average	83.5	83.4
LEP Served Average	83.2	84.0
ATTENDANCE RATE	*Fall*	*Spring*
District Rate	95.6	93.5
LEP Served Rate	95.8	93.7
DISCIPLINE RATE	Fall	*Spring*
District Rate	8.6%	11.8%
LEP Served Rate	11.4%	13.0%

As presented in Table 11:

- Compared to the rates of AISD middle/junior high school students leaving school before completing the school year as of the end of 1997-98, the LEP students served had a slightly lower 0% rate for leaving school than students districtwide.
- In spring 1998, a higher percentage of LEP students was recommended for potential retention the following year than students districtwide.
- Compared with the overall grade point averages (GPAs) for all middle/junior high school students, LEP students served had a slightly lower GPA in fall 1997, and a slightly higher GPA in spring 1999 than students districtwide.
- The attendance rates for LEP students served were slightly higher for both semesters than for students in the district overall.
- The percentage of served LEP students involved in discipline incidents was higher, both fall 1997 and spring 1998, than the percentage of students districtwide in middle/junior high school.

DISCUSSION

CONCLUSIONS

The three major components of the Enhancement Project have been effectively implemented and conducted. The first-year results especially show the effectiveness of the professional development component in which all 29 teachers of Cohort I completed at least 30 hours of training on ESL methods and applications and in which 24 of 26 teachers (92%) passed the professional examination for ESL certification. The diligent commitment and training skills of the project coordinator are reflected in these accomplishments.

In the materials acquisition component, many professional and instructional materials were acquired through the project and these contributed to the effectiveness of the professional development component. In the parent education component, the project provided adult ESL and monthly training sessions for parents. Although participants were appreciative of the project and committed to participation, the number of participants in adult classes was slightly below that of last year and the number of parents participating in monthly training sessions was about the same as the year before.

Regarding student outcomes, it is premature to consider that project developments had a discernible impact on student achievement outcomes, especially since implementation of the Enhancement Project, notably the professional development component, did not actually begin until December 1997 with the hiring of the project coordinator. On the other hand, 14 of the 29 Cohort I teachers participated in year-long Carnegie training that included an emphasis upon improved instruction for LEP students.

Project students achieved some notable improvements on the TAAS. Fulmore MS LEP students showed higher percent passing rates on four of nine (45%) TAAS comparisons in 1997-98. The 1998 eighth grade results were especially positive, with gains occurring on three of five comparisons. Conversely, percent passing results on the sixth grade Reading and Mathematics Tests and the seventh grade Mathematics Test were considerably lower in the 1997-1998 than in the 1996-97 school year. Also, the scores of the combined grades 6-8 LEP students on the La Prueba de Realización, the Spanish achievement test, indicated that, in a familiar language, LEP students were achieving at or near the national median on Reading, Mathematics, Social Studies, and Science.

The most important outcome of the Enhancement Project was the accomplishment of the major objective on professional development. Through intensive staff development, 29 teachers were prepared to instruct LEP students and 24 of 26 teachers' received ESL certification. Next year, the challenge is for Cohort II teachers to match or exceed the Cohort I teachers' 92% ESL certification rate and their average exam score of 82%, a level that is well above the 70% score required for ESL certification.

The two-year project expectation is that 66% of project teachers, 39 teachers specifically, in Fulmore MS, will have ESL certification by the end of the project in 1999. With the 24 new ESL-certified teachers from Cohort I, the current count among Fulmore MS teachers is that 29 have ESL certification and one has bilingual certification.

SUMMARY OF MAJOR FINDINGS

Major findings of the Enhancement Project for 1997-98 included the following:

- Twenty-nine (29) teachers comprising Cohort I participated in at least 30 hours of project-sponsored professional development. The Cohort included 11 of 14 teachers engaged in the Carnegie middle-school reform project in Fulmore Middle School.
- Twenty-four of 26 tested teachers (92%) earned ESL certification, achieving a mean score of 82 where 70 is the passing score. The passing percentage exceeded the projected 66% passing rate in the proposal.
- Currently, over half of Fulmore's 59 teachers have ESL certification (N=29) or bilingual certification (N=1).
- Professional development was facilitated through a variety of traditional and non-traditional activities. In addition, staff development was facilitated by the acquisition of professional materials (27 items), and supplementary instructional materials (15 items) for the benefit of teachers and language minority students.
- In the Action Research tier of the project's five-tiered professional development model, 26 of the participating teachers earned passing scores on their classroom research projects. Action Research projects offers teachers an alternative to traditional teacher appraisal.
- Fifty-four parents participated in adult ESL/GED classes and an average of seven parents participated in monthly meetings. This level of participation was about the same as last year, despite project support, which included more frequent sessions and caretaking services for children of participants.
- The number of LEP and Former LEP students participating in the Content Mastery Laboratory increased from 90 in 1996-97 to 120 in 1997-98. With the closing of the Laboratory at the end of 1997-98, the scope and organization of support services beyond the classroom for LEP students is in question.
- Percent passing TAAS for LEP students were compared for the 1996-97 and the 1997-98 school year. The comparison showed that project LEP students in 1997-98 had higher percentage passing rates on four of nine comparisons. Three of the four gains were at 8th grade on the Reading, Mathematics, and Writing Tests, and 7th grade Reading Test. In 1997-98, lower percentage passing rates were found on 6th grade Reading and Mathematics Tests, 7th grade Mathematics Test, and 8th grade Science and Social Studies Tests.
- Project students at Combined Grades 6-8 scored at or near the national median on the La Prueba de Realización, reflecting the level of their non-English content knowledge in Reading, Mathematics, Social Studies, and Science. Lowest scores were at 6th grade; highest scores usually at 8th grade.
- Compared with middle/junior high schools students districtwide, the 1997-98 project students demonstrated: (a) higher attendance rates for both fall and spring semesters; (b) a lower school leaver rate (0%); (c) a lower grade point average in fall 1997, but a higher grade point average in spring 1998; (d) a proportionately greater number of disciplinary incidents for both semesters than students districtwide; and (e) a higher percentage of students recommended for potential retention the following school year.

RECOMMENDATIONS

With highly successful implementation and operation of the five-tier professional development model in 1997-98, second-year project activities promise to be even more successful.

However, an instructional concern involves the provision of support services for LEP students in 1998-99, now that the ESL Content Mastery Laboratory (CML) has been terminated. During 1997-98, 120 students received services in the CML, compared with 90 students in 1996-97. Thus, the number of students served was greater, not fewer as had been projected in the proposal. With more teachers having ESL certification, perhaps administrative thinking is that teachers and teacher assistants will be accomplishing CML functions in the classrooms. However arranged, there seems to be a need for a laboratory or resource room to provide special support to LEP students. This is especially so when considering the sizeable decreases in TAAS scores in sixth grade Reading and Mathematics Tests, seventh grade Mathematics Test and eighth grade Science Test, during the 1997-98 school year.

With the assembly of a database of student information during 1997-98, along with the training of a second Cohort of about 29 teachers, some interesting analyses of achievement data will be available in 1998-99. These comparisons will examine the achievement gains of students who were served in 1997-98 and will be in grades 7 and 8 in 1998-99.

Since groups of LEP students can differ considerably from year to year in educational background and language proficiencies, comparisons of annual grade-level groups can be difficult. Instead, academic scores of presently enrolled individual LEP students on the TAAS, using the both passing results and the NCE-like Texas Learning Index (TLI) scores, will be tracked to indicate individual gains. The annual grade-group comparisons, such as 1996-97 vs. 1997-98 vs. 1998-99, will continue to be carried out.

APPENDIX A

PROFESSIONAL DEVELOPMENT MODEL

Excerpt from the REFORMS: Rethinking Education for Minority Students Proposal

Professional development will be provided through a five-tiered, state-of-the art delivery strategy that utilizes resources both within and outside of the school. It is designated from constructivist perspective which holds that learners are not empty vessels but rather are active participants in knowledge construction; their new understandings are profoundly influenced by what they already know, consciously or unconsciously (Brooks & Brooks, 1993). If this perspective is extended to all learners, including teachers, then traditional approaches to inservice education becomes clearly inadequate for promoting changes in teacher behaviors. The literature on teacher development focuses increasingly on the professionalism of teaching, which includes the concept of teachers as reflective practitioners and lifelong learners who constantly and collaboratively question their own approaches and seek improvement in the classroom; they pose questions, help solve problems in their own practice, and think deeply about understanding the learning process for themselves and their students (Lieberman, 1994).

The proposed delivery strategy also incorporates the U.S. Department of Education's 11 Professional Development principals and adheres to the research and best practice on how adults learn (Wood & Thompson, 1993). Each tier strategy is described below.

Twice-monthly *Study Groups/Professional Dialogues* take several forms. Showers, Joyce, and Bennett (1987) present this format. A study group, ranging from 6 to 15 persons, is formed around a topic of mutual interest. A central question is formulated. Each member seeks information relative to the question. At the next meeting, participants share the information and insights they have gained. Then they engage in discussion and reflection and examine the information presented in relation to their own experience and current educational concerns and/or goals. Another approach, used by Far West Laboratory for Educational Research and Development, has staff collaborating with classroom teachers as they write case studies about their classroom experiences. In these cases, teachers describe one or more classroom activities and provide examples of student work and classroom discussion. The cases are organized into books that address particular issues or themes; the casebooks are then used as the basis for monthly two-hour discussions among 6 to 15 teachers. Developing and discussing the cases affords teachers the opportunity to reflect on their work, discuss their ideas, and develop techniques for conducting discussion groups (Improving America's Schools: Newsletter on School Reform, 1996). Drawing on these examples and others, the project participants will device a format and process for the study groups and will identify topics of interest and concern for them. The project coordinator will be responsible for organizing and facilitating the groups. Some tentative topics suggested by the Fulmore faculty are:

- The Data Dialogue: A Process for Examining Student Data
- Similarities and Differences in Adolescence Across Cultures
- Characteristics of the School's Language Minority Population and Community

- Characteristics of Mainstreamed LEP Students Who Have Not Passed the TAAS, Barriers to Their Task of Succeeding in Meeting State Standards, and Possible Intervention Strategies.

Depending on interests and size of the groups, three concurrent groups may be organized.

Action Research is an option that AISD provides as an alternative to the Texas Teacher Appraisal System. Currently at Fulmore 54 of the 62 professional staff have elected the option. Thus, the majority of the project participants will have had experience in designing, conducting and reporting their research. While each educator has a certain amount of autonomy in selecting his/her topic and designing the study, all projects participants will be strongly encouraged to focus their research on topics related to the education of LEP students and/or language and culturally diverse students. For the purpose of this project, action research is defined as a "...deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systemic data collection, reflection, analysis, data-driven action, and finally problem redefinition" (Johnson, 1993). It will be operationalized as presented in the Texas Appraisal System, Professional Development Portfolio, Action Research Option.

The results of the action research undertaken by the project participants will be bound into a volume for distribution. Each entry will contain the research question(s) study design, results, conclusions, and recommendations.

Structured Peer Observation and Reflection contains some of the elements of Peer Coaching (Showers, Joyce, and Bennett, 1987) in that educators will observe each other's practices and will jointly reflect on what was done and observed. In this process the observer will gain insights into effective practices, and the demonstrating educator will have the opportunity to share his/her expertise and reflect on the demonstrated practices. Such observation and reflection have proved to be powerful change strategies (Smylie & Conyers, 1991). These activities will be facilitated and organized by the project coordinator. Release time for the teacher to participate in this activity will be made possible by a combination of grant funds and use of the project coordinator who will, at times, serve as a substitute for teacher-to-teacher observations and reflection. The project will strongly encourage observations by the ESL/bilingual teachers in content area classrooms and visa versa.

Networking, involving teacher-to-teacher and school-to-school networks, provides "critical friends" to examine and reflect on teaching and opportunities to share experiences associated with efforts to develop new practices and structures. Such networks demonstrate that help helps. They are powerful learning tools because they engage people in collective work on authentic problems that emerge out of their own efforts, allowing them to get beyond the dynamics of their own schools and classrooms and come face to face with other people and other possibilities (Darling-Hammond & McLaughlin, 1995). A network (vertical team is already established with the school's receiving high school. This network will be expanded and enhanced. As appropriate, other school-to-school networks will be established and teacher-to-teacher networks will be encouraged and facilitated.

Professional conference and meeting participation creates new lenses for examining practice, while building the norms of the profession. It also has the potential for creating new communities of practice within and across levels of the policy system. At the same time it

involves new actors and new agencies in teachers' learning and growth. It also departs from the traditional notions of "institutionalization" and institutional relationships that assume teaching is shaped and structured primarily by school systems. This extra-school activity reflects, supports and structures that more broadly represent the profession and suggests the kinds of partnerships that are possible on behalf of children. The project will facilitate the participation of a least one teacher from each content area (ESL, science, social studies, mathematics, language arts) in professional conferences/meetings each year. These participants will, as a stipulation for their attendance, share information and insights gained with the project participants through an oral and/or written summary.

The overall intent of the project is to develop the participants' knowledge and skills in working effectively with LEP and language and culturally diverse students. In addition, a major goal of the project is to assist teachers in gaining certification in ESL or bilingual education....

APPENDIX B

PROFESSIONAL DEVELOPMENT MATERIALS

The following list identifies the professional development materials obtained with Title VII support:

- 101 Bright Ideas: ESL Activities for All Ages,
- Authentic Assessment for English Language Learners,
- Between Worlds: Access to Second Language Acquisition,
- Creating Contexts for Second Language Acquisition,
- El Sabelotodo,
- ExCET Master System,
- ExCET Review Workbooks,
- Foundations of Bilingual Education and Bilingualism,
- Games for All Reasons: Interacting in the Lang. Classroom,
- Into Focus: Understanding/Creating Middle School Readers,
- Language Minority Students in the Mainstream Classroom,
- Learning in Two Worlds,
- Linking Through Diversity,
- Mainstreaming ESL,
- Making It Happen (2nd Edition),
- Multicultural Manners,
- Reading, Writing, and Learning in ESL,
- Second Language Learning through Cooperative Learning,
- Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom,
- The CALLA Handbook,
- The ESL Miscellany,
- The ESL Teacher's Book of Lists,
- The Inner World of the Immigrant Child,
- Whole Language for Second Language Learners, and
- Monographs and reports published by the National Clearinghouse for Bilingual Education.

APPENDIX C

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The following list identifies the major supplementary instructional materials acquired with Title VII support:

- Classical Literature (class set of 30),
- Writing Portfolios,
- Science Activity Books,
- Ready-to-Use Science Activities,
- Math Manipulatives,
- Accelerated Reader-English (books & corresponding disks),
- Accelerated Reader-Spanish (books & corresponding disks),
- Todo el Universo (encyclopedia),
- Explora el Mundo (atlas),
- World Atlas (10 booklets),
- Roget Thesaurus (5 books),
- Curious Creature (books and software),
- Reading, Writing, and Math Software,
- Language Assessment Scale-English (Reading and Writing), and
- Language Assessment Scale-Spanish (Reading and Writing).

SECOND YEAR ACTIVITIES

The planned work for 1998-99 continues and builds upon first-year efforts and accomplishments. The planned major activities in the three major components are noted below.

Professional Development During the second year, 30 additional teachers and any new staff will participate in professional development activities. School administrators, counselors, instructional assistants, and office staff will be encouraged to participate as well.

The project will support the purchase of professional development and professional journal subscriptions, ExCET ESL fees, and ESL certification and endorsement fees. External consultants will be secured to deliver training. (Staff from the S.T.A.R. Center in San Antonio, which is the Comprehensive Assistance Center for Texas, has indicated an interest in delivering professional development.

The project coordinator will provide training, focus attention on achieving the structured observation and reflection aspects of the five-tiered training model, and accomplish networking and capacity-building by and between staff of the schools within Fulmore's feeder pattern.

The project will also support teachers' attendance at such professional conferences as TABE, NABE, TexTESOL, TESOL, and ASCD. Coordination will also continue with the Texas Carnegie Project.

Materials Acquisition. The project will acquire additional sets of the Accelerate Reader books and accompanying disks (in English and Spanish); supplementary content area, language acquisition, and writing materials and software; HeartBeeps, a TAAS preparation software package; classroom sets of trade books or classical literature selections; primary source materials and student magazine subscriptions.

Parent Education. The project will continue to support the adult ESL and GED classes in collaboration with Austin Community College and Austin Independent School District Community School Program. Special efforts will seek to achieve increased enrollment through advertising the courses.

The project will support the purchase of instructional materials as well as supplementary materials necessary for developing adults' literacy skills. Also, the project coordinator plans to hire a computer instructor to work with adults and arrange for community service agency personnel to address the social, medical, and familial issues of interest to parents.

In summary, these activities are consistent with those cited in the original proposal and commenced in year one. Overall, the project is on course toward the attainment of all objectives in the three project components and related student outcomes.

Austin Independent School District

Department of Accountability
Dr. Susan Kemp, Director

Office of Program Evaluation
Dr. Holly Williams, Assistant Director

Evaluator
Ralph Smith, M. Ed.

Author
Dr. Paul Liberty, Consultant/Evaluation Analyst

Contributing Staff
Rosa María González, Evaluation Associate
Janice Curry, Evaluation Associate

Programmer
Veda Raju

Board of Trustees
Kathy Rider, President
Doyle Valdez, Vice President
Ted Whatley, Secretary
Loretta Edelen
Olga Garza
Liz Hartman
Rudy Montoya
Ave Wahrmund
Patricia A. Whiteside

Superintendent of Schools
A. C. Gonzalez

Publication Number 97.19
November 1998